

2022 Annual Implementation Plan

for improving student outcomes

Travancore School (4465)



Submitted for review by Judy Ring (School Principal) on 14 February, 2022 at 11:50 AM
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 14 February, 2022 at 03:10 PM
Endorsed by Pam St Leger (School Council President) on 09 March, 2022 at 10:34 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embedding
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Excelling
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Excelling
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Excelling
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	A refined and consolidated approach to setting and moderating achievable IEP goals requires further work.
Considerations for 2022	Induction and skill development for new staff in light of higher than average staff turnover. Significant changes to mental health service operations will likely impact program delivery options and partnership relationships.

Documents that support this plan	
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SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>Improve student learning outcomes.</p>
Target 2.1	<p>The percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> • 'Professional Learning through Peer Observation'—79% (2018) to be at or above 85% (2024) • 'Use student feedback to improve practice'—86% (2018) to be at or above 90% (2024) <p>By 2024, 84% or more of student ILP goals will be attained from 79% in 2020.</p>
Target 2.2	<p>The PLC Maturity Matrix assessment will be rated as 'embedding' in 2024, up from 'evolving' in 2021.</p>

Target 2.3	<p>The percentage of positive endorsement in the Student Survey (school adapted) be:</p> <ul style="list-style-type: none"> • ‘Travancore teachers support me to set learning goals for myself’ 88% (2020) to 92% (2024) • ‘I feel that I have a voice at Travancore School’ at 80% (2020) to 85% (2024)
Target 2.4	<p>The percentage of responses from the Partner School Survey (locally created) rated ‘Providing strategies and resources to support the student at school/ education setting as very helpful’ - from 58% (2020) to 62% or above (2024).</p>
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build Travancore School staff capacity to use evidence-based strategies and resources with partner schools to support the learning needs of students.
Key Improvement Strategy 2.b Building practice excellence	Strengthen the capacity of teacher collaboration in student review processes.
Key Improvement Strategy 2.c Empowering students and building school pride	Broaden the use of student voice in intervention planning.
Goal 3	Improve student engagement in learning.
Target 3.1	The percentage of positive endorsement in Parent Survey (school adapted) will increase for:

	<ul style="list-style-type: none"> • 'This school has improved engagement in learning and/or educational outcomes for my child' from 82% (2020) to 86% or above (2024)
Target 3.2	Students involved in re–engagement programs are still engaged in education three months post closure from 85% in 2020 to 88% in 2024.
Target 3.3	<p>The percentage of positive endorsement in Partner School Survey (school adapted) for:</p> <ul style="list-style-type: none"> • 'Travancore School has improved engagement and/or educational outcomes for your student' from 90% (2020) to 93% or above (2024)
Target 3.4	The percentage of positive endorsement in the School Staff Survey will increase for: Collective efficacy from 70% (2020) to 75% or above (2024).
Key Improvement Strategy 3.a Parents and carers as partners	Strengthen parent/carer partnerships to increase engagement and support of students.
Key Improvement Strategy 3.b Building practice excellence	Build Travancore School staff capacity to address school attendance and re–engagement in the community.
Key Improvement Strategy 3.c	Review and refine the Travancore School framework in response to the changes within the mental health context.

Strategic resource management	
Goal 4	Improve student wellbeing.
Target 4.1	The percentage of positive endorsement in Mental Health Partner Survey (school adapted) will increase for ‘The Travancore School staff have successfully supported the education–based needs of the young person/s in my clinical care’ at 95% (2020) to 98% (2024).
Target 4.2	The percentage of positive endorsement in Partner School Survey (school adapted) will increased for ‘Assisting with a plan to return to school/education setting’ from 89% (2020) to 92% or above (2024).
Target 4.3	<p>Feedback from community capacity building programs indicate:</p> <ul style="list-style-type: none"> • 85% or more of respondents have increased their capacity to respond to mental health presentations. • a high endorsement for ‘provision of relevant strategies and/or resources to develop your practice’ at 80%.
Key Improvement Strategy 4.a Networks with schools, services and agencies	Enhance community partnerships to support and promote the mental health of students.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Strengthen the return to school transition processes and explore strategies for post intervention follow up.

Key Improvement Strategy 4.c
Building practice excellence

Build the teams capacity to provide professional learning that develops mental health awareness and strategies for response within other settings.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>*Percentage of Student's Priority Goals (meeting contact criteria) attained from 78% to 80%.</p> <p>*Self-assessment against the PLC maturity matrix- 'Structures and systems to support collaboration for improvement – focus on strategic resource management' from Embedding to Excelling.</p> <p>*Parent survey- 'A positive relationship was developed between me and staff at this school' from 80% to 85%.</p> <p>*Increase the number of documented consultation events provided to the wider community from 40 to 60.</p>
Improve student learning outcomes.	No	<p>The percentage of positive endorsement in the SSS:</p> <ul style="list-style-type: none"> • 'Professional Learning through Peer Observation'—79% (2018) to be at or above 85% (2024) • 'Use student feedback to improve practice'—86% (2018) to be at or above 90% (2024) 	

		By 2024, 84% or more of student ILP goals will be attained from 79% in 2020.	
		The PLC Maturity Matrix assessment will be rated as 'embedding' in 2024, up from 'evolving' in 2021.	
		<p>The percentage of positive endorsement in the Student Survey (school adapted) be:</p> <ul style="list-style-type: none"> • 'Travancore teachers support me to set learning goals for myself' 88% (2020) to 92% (2024) • 'I feel that I have a voice at Travancore School' at 80% (2020) to 85% (2024) 	
		The percentage of responses from the Partner School Survey (locally created) rated 'Providing strategies and resources to support the student at school/ education setting as very helpful' - from 58% (2020) to 62% or above (2024).	

Improve student engagement in learning.	No	<p>The percentage of positive endorsement in Parent Survey (school adapted) will increase for:</p> <ul style="list-style-type: none"> • ‘This school has improved engagement in learning and/or educational outcomes for my child’ from 82% (2020) to 86% or above (2024) 	
		<p>Students involved in re–engagement programs are still engaged in education three months post closure from 85% in 2020 to 88% in 2024.</p>	
		<p>The percentage of positive endorsement in Partner School Survey (school adapted) for:</p> <ul style="list-style-type: none"> • ‘Travancore School has improved engagement and/or educational outcomes for your student’ from 90% (2020) to 93% or above (2024) 	
		<p>The percentage of positive endorsement in the School Staff Survey will increase for: Collective efficacy from 70% (2020) to 75% or above (2024).</p>	

Improve student wellbeing.	No	The percentage of positive endorsement in Mental Health Partner Survey (school adapted) will increase for ‘The Travancore School staff have successfully supported the education–based needs of the young person/s in my clinical care’ at 95% (2020) to 98% (2024).	
		The percentage of positive endorsement in Partner School Survey (school adapted) will increased for ‘Assisting with a plan to return to school/education setting’ from 89% (2020) to 92% or above (2024).	
		<p>Feedback from community capacity building programs indicate:</p> <ul style="list-style-type: none"> • 85% or more of respondents have increased their capacity to respond to mental health presentations. • a high endorsement for ‘provision of relevant strategies and/or resources to develop your practice’ at 80%. 	

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and</p>
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	some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	
12 Month Target 1.1	<p>*Percentage of Student's Priority Goals (meeting contact criteria) attained from 78% to 80%.</p> <p>*Self-assessment against the PLC maturity matrix- 'Structures and systems to support collaboration for improvement – focus on strategic resource management' from Embedding to Excelling.</p> <p>*Parent survey- 'A positive relationship was developed between me and staff at this school' from 80% to 85%.</p> <p>*Increase the number of documented consultation events provided to the wider community from 40 to 60.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	*Percentage of Student's Priority Goals (meeting contact criteria) attained from 78% to 80%. *Self-assessment against the PLC maturity matrix- 'Structures and systems to support collaboration for improvement – focus on strategic resource management' from Embedding to Excelling. *Parent survey- 'A positive relationship was developed between me and staff at this school' from 80% to 85%. *Increase the number of documented consultation events provided to the wider community from 40 to 60.
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity to incorporate HITS and HIES into student and school interventions. Embed team moderation processes across the school Establish an IEP structure aligned to the DET model
Outcomes	Students have clear goals articulated in the IEP framework Teachers use a revised IEP framework across the school Teaching teams will have documented processes for regular goal moderation Leaders support and monitor moderation conversations Leaders develop professional learning to build knowledge of HIES
Success Indicators	Early indicators <ul style="list-style-type: none"> • Staff feedback from PL on confidence in using HIES elements in student plans • Team meeting minutes reflecting moderation discussions • Moderation practices outlined in Team protocols• Late indicators

	<ul style="list-style-type: none"> • School staff survey: Instructional leadership, collective efficacy, • End-of-year staff survey re changes to staff practice in developing IEPs • Team resources using best practice IEP examples • IEPs in school records for eligible students 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Benchmark the PLC matrix (completed)	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Explore FISO 2.0 resources (completed)	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Organise and schedule whole school professional learning to develop the knowledge and skills to implement HIES - PN & BM	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Work with EES CoP to share and promote best practice in the field - AD	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Align moderation expectations with team documentation - BM	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Schedule leadership participation in team moderation sessions - PN	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Organise and schedule whole school professional learning to develop the knowledge and skills to integrate and implement the DET IEP model - BM	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Use FISO Improvement Cycle to set team IEP goals - (complete)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Trial the ONV Personal and Social capabilities Assessment Rubric in ONW intakes. - BM	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop opportunities to engage and inform parents and carers in interventions, goal setting and transitions. Build the capacity of staff to be agile in their response to increasing numbers of mental health presentations in the community. Articulate and develop alternative interventions to support partners to respond to SR, attendance and engagement concerns. Enhance community partnerships to support and promote the mental health of students			
Outcomes	Parents and carers will have a voice in student intervention plans Teachers will offer a range of capacity building opportunities to schools Teachers provide programs that welcome and engage diverse groups of students Partner schools and community will confidently approach the school for support Leaders will support the continued development of staff in delivering short and medium term responses to need Leaders collaborate with EES CoP to share responses to MH service developments and changing student needs.			
Success Indicators	Early Indicators <ul style="list-style-type: none"> • Evidence of consultation work collated onto spreadsheet for data collection • Consultation notes with partners and networks reflect emerging needs, trends and suggestions. Late Indicators <ul style="list-style-type: none"> • Peer observations reflect staff building capacity building skills • Feedback from consultation events 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Deliver Tuning into Teens program and collate feedback to inform a sustainable model - AD	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$7,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review parent feedback processes and survey questions - KT	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Identify PL needs of teachers and offer opportunities for participation in capacity building events i.e. PL delivery, consultations - AD	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Respond to community consult requests. Track and collect request and response data for analysis.- KT	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Provide consultation and mentoring support to MacKillop/Uni Melb pilot of I2S@school - KT	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Revisit peer feedback process and link to capacity building events - BM	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Structure leadership opportunities for staff to mentor and support recent peers - PN	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop a website management group with key goals for provision of information to community - PN	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Collaborate with partner and community services to collect data around areas of greatest need - (stop)	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Investigate options to be a provider for the Mental Health Fund & Menu (completed)	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Work with EES CoP to expand Compass capacity for relevant data collection - AD	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Establish collaborative agreements and practices for responding to CISS/FVISS with MH partners - PN (stop)	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Engage with KESO to establish a Reconciliation Action Plan through RAP Team - PN (completed)	<input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Define and embrace respectful gender diversity practices across all programs.PN	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Explore post intervention follow up processes from inpatient unit with EES CoP - (stop)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$5,000.00	\$5,000.00	\$0.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$5,000.00	\$5,000.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Organise and schedule whole school professional learning to develop the knowledge and skills to implement HIES - PN & BM	\$0.00
Define and embrace respectful gender diversity practices across all programs.PN	\$1,000.00
Totals	\$1,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Define and embrace respectful gender diversity practices across all programs.PN	from: Term 2	\$500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

	to: Term 2		
Totals		\$500.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Organise and schedule whole school professional learning to develop the knowledge and skills to implement HIES - PN & BM	from: Term 2 to: Term 2		
Totals			

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Supporting personal and social learning goals through community based experiences	\$5,000.00

Totals	\$5,000.00
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Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Supporting personal and social learning goals through community based experiences	from: Term 1 to: Term 4	\$4,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$4,500.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Supporting personal and social learning goals through community based experiences	from: Term 1 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Supporting personal and social learning goals through community based experiences	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> Tier 2/Category: Cultural safety and inclusion This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Community Understanding and Safety Training

			KESO, RCH worker
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Organise and schedule whole school professional learning to develop the knowledge and skills to implement HIES - PN & BM	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Organise and schedule whole school professional learning to develop the knowledge and skills to integrate and implement the DET IEP model - BM	<input checked="" type="checkbox"/> School Improvement Team	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources IEP material	<input checked="" type="checkbox"/> On-site
Use FISO Improvement Cycle to set team IEP goals - (complete)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Identify PL needs of teachers and offer opportunities for participation in capacity building events i.e. PL delivery, consultations - AD	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site as per scheduled capacity building events

Revisit peer feedback process and link to capacity building events - BM	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Structure leadership opportunities for staff to mentor and support recent peers - PN	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a website management group with key goals for provision of information to community - PN	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Engage with KESO to establish a Reconciliation Action Plan through RAP Team - PN (completed)	<input checked="" type="checkbox"/> PLT Leaders	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants RCH staff <input checked="" type="checkbox"/> Departmental resources KESOs	<input checked="" type="checkbox"/> On-site
Define and embrace respectful gender diversity practices across all programs.PN	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Mental health partners <input checked="" type="checkbox"/> Departmental resources Inclusion material	<input checked="" type="checkbox"/> On-site

